

INDEX

Volume XXXV, 2005

- No. 1, 2005, p. 1–132
No. 2, 2005, p. 133–248
No. 3, 2005, p. 249–380
No. 4, 2005, p. 381–468

- ABADZI, H.; CROUCH, L.; ECHEGARAY, M.; PASCO, C.; SAMPE, J. Monitoring basic skills acquisition through rapid learning assessments: a case study from Peru, 137
- AGUERRONDO, I.; LANZA, H.M. To Cecilia: a pedagogue who combined knowledge, reflection and action, 429
- AKKARI, A. The Tunisian educational reform: from quantity to quality and the need for monitoring and assessment, 59
- BAINES, J.; COHEN, J.; MARTIN, S. United Kingdom: skills development for the twenty-first century, 355
- BRASLAVSKY, C. Editorial, 1
- BRASLAVSKY, C. The history of education and the contemporary challenge of quality education for all, 385
- COX, C. Cecilia Braslavsky and the curriculum, 415
- ELLEY, W.B. How TIMSS-R contributed to education in eighteen developed countries, 199
- ELLIS, S. Current international data for TVET and their limitations, 367
- FIEN, J.; WILSON, D. Promoting sustainable development in TVET: the Bonn Declaration, 273
- FILMUS, D. Cecilia Braslavsky and the new educational paradigm, 407
- GULLICKSON, A.R. Student evaluation standards: a paradigm shift for the evaluation of students, 213
- GVIRTZ, S. Cecilia Braslavsky: construction of the educational field in a democratic Argentina, 449
- HOLLANDER, A. The perspectives of the International Agencies, 303
- HOWIE, S.; PLOMP, T. Introduction to the Open File, 13
- HOWIE, S.; PLOMP, T. Introduction to the Open File, 157
- HOWIE, S. System-level evaluation: language and other background factors affecting mathematics achievement, 175
- HUGHES, P. Why access to TVET for all is essential if education for all is to be achieved, 253
- KAGIA, R. Quality education for all young people: challenges, trends and priorities, 5

- KIAMANESH, A.R. The role of students' characteristics and family background in Iranian students' mathematics achievement, 161
- LUISONI, P. Editorial, 133
- LUISONI, P. Editorial, 249
- LUISONI, P. Editorial, 381
- LYNGDOH, B.W.B. Skills for work in the future: a youth perspective, 311
- MACHIN, A.; SPARREBOOM, T. National policy and planning regarding TVET for sustainable development: a case study of Mozambique, 317
- MACLEAN, R. Introduction to the Open File, 269
- MAR, N.Y. Approaches and concerns in Myanmar, 331
- MOTIVANS, A. Using educational indicators for policy: school life expectancy, 109
- MURIMBA, S. The impact of the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), 91
- MURIMBA, S. The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ): mission, approach and projects, 75
- NAUMANN, J. TIMSS, PISA, PIRLS and low educational achievement in world society, 229
- PAVLOVA, M. Life skills for employability, citizenship and sustainable development: a case study of vocationalization in Russia, 343
- POWDYEL, T.S. The Bhutanese education assessment experience: some reflections, 45
- QUISUMBING, L.R. Education for the world of work and citizenship: towards sustainable future societies, 289
- RAVELA, P. A formative approach to national assessments: the case of Uruguay, 21
- SOUTHWELL, M. Juana P. Manso (1819–1875), 117
- ŠTRAUS, M. International comparisons of student achievement as indicators for educational policy in Slovenia, 187
- TEDESCO, J.C. Introduction to the Open File, 401
- VAILLANT, D. Re-reading Cecilia: education and the teacher, 439

